

STONE PARK ELEMENTARY

1699 Garden St.
Charleston, SC 29407

GRADES PK-4 Elementary School

ENROLLMENT 254 Students

PRINCIPAL Stephanie Strous 843-763-1507

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	56	24	1

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Unsatisfactory	Yes
2004	Excellent	Good	Yes

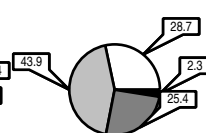
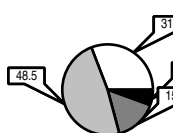
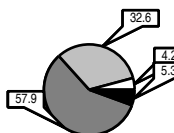
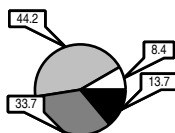
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

46.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	101	99.0	3.2	33.0	58.5	5.3	75.5	Yes	Yes
Gender									
Male	42	100.0	2.4	39.0	48.8	9.8	75.6		
Female	59	98.3	3.8	28.3	66.0	1.9	75.5		
Racial/Ethnic Group									
White	17	94.1	0.0	23.1	53.8	23.1	92.3	I/S	I/S
African-American	84	100.0	3.7	34.6	59.3	2.5	72.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	84	100.0	2.6	30.8	61.5	5.1	79.5		
Disabled	17	94.1	6.3	43.8	43.8	6.3	56.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	101	99.0	3.2	33.0	58.5	5.3	75.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	99.0	3.2	33.0	58.5	5.3	75.5		
Socio-Economic Status									
Subsidized meals	87	100.0	3.7	32.1	61.7	2.5	74.1	Yes	Yes
Full-pay meals	14	92.9	0.0	38.5	38.5	23.1	84.6		

Mathematics - State Performance Objective = 15.5%									
All Students	101	99.0	7.4	44.7	34.0	13.8	62.8	Yes	Yes
Gender									
Male	42	100.0	4.9	39.0	34.1	22.0	63.4		
Female	59	98.3	9.4	49.1	34.0	7.5	62.3		
Racial/Ethnic Group									
White	17	94.1	0.0	30.8	38.5	30.8	92.3	I/S	I/S
African-American	84	100.0	8.6	46.9	33.3	11.1	58.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	84	100.0	6.4	43.6	34.6	15.4	65.4		
Disabled	17	94.1	12.5	50.0	31.3	6.3	50.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	101	99.0	7.4	44.7	34.0	13.8	62.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	99.0	7.4	44.7	34.0	13.8	62.8		
Socio-Economic Status									
Subsidized meals	87	100.0	8.6	48.1	29.6	13.6	58.0	Yes	Yes
Full-pay meals	14	92.9	0.0	23.1	61.5	15.4	92.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	43	100.0	N/A	39.0	56.1	4.9	61.0
	Grade 4	61	98.4	10.5	59.6	29.8	N/A	29.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	98.0	N/A	28.6	65.3	6.1	71.4
	Grade 4	50	100.0	6.3	43.8	47.9	2.1	50.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	43	100.0	N/A	29.3	46.3	24.4	70.7
	Grade 4	61	100.0	8.6	60.3	25.9	5.2	31.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	98.0	2.0	42.9	42.9	12.2	55.1
	Grade 4	50	100.0	12.5	47.9	25.0	14.6	39.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 254)				
First graders who attended full-day kindergarten	89.6%	N/C	100.0%	100.0%
Retention rate	2.7%	Up from 0.3%	3.5%	2.7%
Attendance rate	96.8%	Up from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.0%		6.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%		5.2%	3.5%
Eligible for gifted and talented	13.7%	Up from 9.5%	7.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.4%	Down from 9.4%	8.9%	8.2%
Older than usual for grade	0.8%	Down from 13.6%	2.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	50.0%	Up from 36.4%	47.8%	51.4%
Continuing contract teachers	81.8%	Down from 86.4%	82.8%	87.5%
Highly qualified teachers**	94.4%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 72.3%	85.2%	86.7%
Teacher attendance rate	95.1%	Down from 97.2%	94.8%	94.9%
Average teacher salary	\$38,837	Up 6.4%	\$40,146	\$40,760
Prof. development days/teacher	12.6 days	Down from 18.0 days	13.2 days	12.4 days

School				
Principal's years at school	15.0	No change	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.3 to 1	17.6 to 1	18.9 to 1
Prime instructional time	90.4%	Down from 91.9%	89.6%	90.0%
Dollars spent per pupil*	\$6,255	Up 20.1%	\$6,426	\$6,044
Percent of expenditures for teacher salaries*	65.0%	Up from 63.4%	65.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stono Park emphasizes positive invitations to students, teachers, community members, families, and staff. Our academic program is built from this base. Programs and teaching techniques are selected from research and best practice. Parents participate in workshops so that the curriculum in the home is also enriched. Student achievement, both individual and school-wide, continues to be of prime importance! SOAR to Success, a reading program emphasizing comprehension, was used with selected fourth graders and Reading recovery included special needs first grade resource students. Write Traits, which focuses on student composition, was added to the language arts curriculum. A mathematics program by Houghton Mifflin was refined during the second year of use.

Stono Park PACT scores have been notable for the past several years. With our 2003 scores we had fewer children scoring below basic than the county and the state in ELA and Math. Our goal for 2003-2004 was to continue this pattern and increase the percentage of students scoring proficient and advanced.

Stephanie Strous
Principal

Connie Allegood
SCC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	47	40
Percent satisfied with learning environment	100.0%	85.1%	94.7%
Percent satisfied with social and physical environment	100.0%	87.2%	92.3%
Percent satisfied with home-school relations	100.0%	89.4%	86.8%

*Only students at the highest elementary school grade level at this school and their parents were included.